



Midway Elementary

1892 Highway 1 North
Cassatt, SC 29032

Grades	PK-5 Elementary School	
Enrollment	396 Students	
Principal	Jewell R. Stanley	803-432-6122
Superintendent	Dr. Frank E. Morgan	803-432-8416
Board Chair	Joseph Dorton, Jr.	803-408-2433

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
2008	Below Average	At-Risk
2007	Below Average	Good
2006	Below Average	Good
2005	Below Average	At-Risk
2004	Average	At-Risk

DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating

Percent of students tested in 2007-08 whose 2006-07 test scores were located

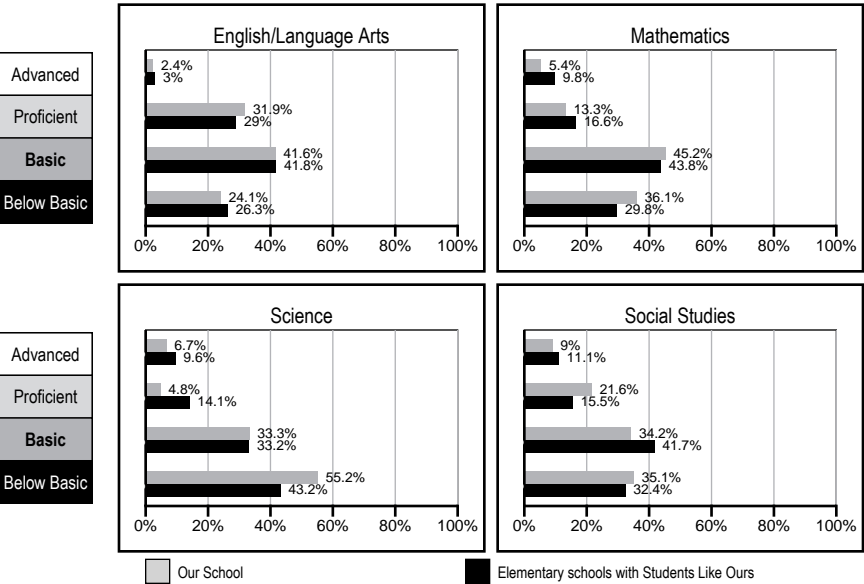
98.2%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	0	21	61	10

* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



* Elementary schools with Students Like Ours are Elementary schools with Poverty indices of no more than 5% above or below the index for the

Definition of Critical Terms

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=396)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	3.9%	Down from 4.8%	2.9%	2.3%
Attendance rate	96.0%	Up from 95.8%	96.0%	96.3%
Eligible for gifted and talented	8.6%	Down from 9.4%	6.2%	10.4%
With disabilities other than speech	8.6%	Up from 7.6%	8.0%	7.5%
Older than usual for grade	0.7%	Down from 1.7%	1.1%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.5%	Up from 0.0%	0.0%	0.0%
Teachers (n=27)				
Teachers with advanced degrees	51.9%	Up from 48.0%	54.1%	56.7%
Continuing contract teachers	70.4%	Down from 92.0%	71.6%	77.3%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	83.2%	Down from 86.8%	84.8%	86.4%
Teacher attendance rate	94.3%	Down from 94.9%	94.9%	94.9%
Average teacher salary	\$50,233	Up 4.1%	\$44,191	\$45,345
Professional development days/teacher	20.3 days	Up from 18.8 days	13.1 days	12.6 days
School				
Principal's years at school	6.0	Up from 5.0	3.5	4.0
Student-teacher ratio in core subjects	18.5 to 1	Down from 19.0 to 1	17.1 to 1	18.5 to 1
Prime instructional time	88.2%	Up from 88.0%	89.1%	89.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	28.1%	Down from 100.0%	100.0%	100.0%
Character development program	Good	No Change	Excellent	Excellent
Dollars spent per pupil*	\$7,068	Up 2.7%	\$7,685	\$7,052
Percent of expenditures for instruction*	70.5%	No Change	69.1%	69.1%
Percent of expenditures for teacher salaries*	64.7%	Up from 64.6%	62.7%	64.2%

* Prior year audited financial data are reported.

Report of Principal and School Improvement Council

Midway Elementary's faculty and staff seek to create a warm, family-like atmosphere for our students, parents, and community. The mission of Midway Elementary School, in collaboration with the home and the community, is to develop each individual's uniqueness and to prepare confident, technologically proficient, lifelong learners by providing challenging educational experiences in a safe environment.

To ensure the academic success of our students, we offered several programs geared to their needs. We continued to use SOAR to Success and Early Success programs to promote literacy. SOAR to Success is a small group intervention program designed to improve reading comprehension for struggling readers in third through fifth grade. Early Success is a small group intervention program designed to improve phonemic awareness and comprehension for students in first and second grades.

Our faculty and staff are committed to improving our efforts to increase student achievement. Teachers participated in a variety of professional development opportunities in order to create innovative and challenging classrooms. Our teachers received additional support from a full-time science and technology curriculum coach. Teachers met with the coach regularly to discuss South Carolina Standards and teaching strategies that integrate technology and to incorporate more hands-on science in the classroom. The Kershaw County School District has implemented a major technology initiative. Midway Elementary has purchased Smartboards, digital projectors, and laptops for every classroom through Title I and Alternative Technical Assistance funds. Our school continued to use different modules of Investigations in Number, Space, and Data in kindergarten through fifth grade. Investigations is a research-based curriculum supplement designed to increase mathematical thinking. Each grade level also used FOSS Science Kits as a part of their science instruction.

Our parents are encouraged to visit our school and conference regularly with teachers. We conduct a Back to School night to familiarize parents with their child's classroom and teacher. Family Literacy Night, Family Math Nights, Science Nights, Grandparents Luncheons, Donuts for Dads, Muffins for Moms, Open House, and After-School Program are examples of family involvement activities.

Our school is undergoing a major renovation project this year. Our students will have the privilege of participating in P.E., music, and art in a new facility next year. All classrooms are getting a fresh look with tile, paint, white boards and HVAC units. In addition, a new roof will complete the school renovation project.

Midway Elementary's faculty, staff, and parents were proud to see that all of our hard work resulted in our school receiving the Palmetto Silver Award for the second consecutive year. This award was based on students' improvement on PACT scores. It is our school's desire to form a strong partnership between students, parents, and the community to make Midway Elementary School a place where each child excels.

Jewell R. Stanley, Principal
Deana Boone, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	17	49	13
Percent satisfied with learning environment	82.4%	91.8%	92.3%
Percent satisfied with social and physical environment	94.1%	87.8%	69.2%
Percent satisfied with school-home relations	82.4%	89.8%	84.6%

* Only students at the highest elementary school grade level and their parents were included.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

School Adequate Yearly Progress	NO
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This school met 13 out of 17 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

* Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status	Newly Identified
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School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanction: Implement the restructuring plan.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	3.1%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	N/A	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	3.0%	0.0%	No
Student attendance rate	96.0%	94.0%	Yes

* Or greater than last year

Abbreviations for Missing Data

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PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)

All Students	175	99.4	23.6	41.8	32.1	2.4	44.2	53	48.2	Yes	Yes
Gender											
Male	89	100	31	39.3	27.4	2.4	40.5	46.4	41.7	N/A	N/A
Female	86	98.8	16	44.4	37	2.5	48.1	59.9	55	N/A	N/A
Racial/Ethnic Group											
White	105	99.1	23.7	38.1	36.1	2.1	47.4	61	60	Yes	Yes
African American	56	100	18.5	46.3	31.5	3.7	46.3	35.3	31.7	Yes	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	88.9	70.4	I/S	I/S
Hispanic	14	100	42.9	50	7.1	0	14.3	40.3	38.4	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	47	I/S	I/S
Disability Status											
Disabled	31	100	69	27.6	3.4	0	10.3	19.4	16	I/S	I/S
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	38.1	N/A	N/A
English Proficiency											
Limited English Proficient	13	100	38.5	53.8	7.7	0	15.4	29.8	36.9	I/S	I/S
Socio-Economic Status											
Subsided meals	137	99.3	26.8	42.5	29.1	1.6	40.9	37.9	34	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)

All Students	175	99.4	35.8	45.5	13.3	5.5	29.1	50.4	45.8	No	Yes
Gender											
Male	89	98.9	37.3	42.2	16.9	3.6	36.1	50.6	45.6	N/A	N/A
Female	86	100	34.1	48.8	9.8	7.3	22	50.2	45.9	N/A	N/A
Racial/Ethnic Group											
White	105	99.1	28.9	46.4	16.5	8.2	33	59	59	No	Yes
African American	56	100	48.1	42.6	7.4	1.9	18.5	31.3	26.9	No	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	66.7	71.3	I/S	I/S
Hispanic	14	100	35.7	50	14.3	0	42.9	39.6	38.1	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	46.2	I/S	I/S
Disability Status											
Disabled	31	100	69	31	0	0	3.4	21.2	17.1	I/S	I/S
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	32.5	N/A	N/A
English Proficiency											
Limited English Proficient	13	100	30.8	53.8	15.4	0	46.2	32.7	38.7	I/S	I/S
Socio-Economic Status											
Subsided meals	137	99.3	42.5	41.7	10.2	5.5	27.6	35.8	31.4	No	Yes

* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A--Not Applicable	N/AV--Not Available	N/C--Not Collected	N/R--Not Reported	I/S--Insufficient Sample
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PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	School Attendance Rate	District Attendance Rate
Science											
All Students	111	100	55.2	33.3	4.8	6.7	11.4	41.7	35.7	96	95.8
Gender											
Male	49	100	60.9	28.3	0	10.9	10.9	45	37.4	95.9	95.6
Female	62	100	50.8	37.3	8.5	3.4	11.9	38.2	33.8	96	95.9
Racial/Ethnic Group											
White	66	100	47.5	36.1	6.6	9.8	16.4	50.7	49.2	95.5	95.5
African American	35	100	61.8	32.4	2.9	2.9	5.9	22.7	17	96.6	96.3
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	64.3	58	93.9	96.8
Hispanic	10	I/S	I/S	I/S	I/S	I/S	I/S	23.5	24.9	97.5	96.2
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	37.4	N/A	91.2
Disability Status											
Disabled	20	100	83.3	16.7	0	0	0	19.5	14	95.4	94.7
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	21.9	N/A	N/A
English Proficiency											
Limited English Proficient	9	I/S	I/S	I/S	I/S	I/S	I/S	15.5	24.4	97.3	96.7
Socio-Economic Status											
Subsidized meals	89	100	59	32.5	4.8	3.6	8.4	26.8	21.1	95.8	95.2

Social Studies

All Students	116	100	35.1	34.2	21.6	9	30.6	34.5	34	96	95.8
Gender											
Male	61	100	30.5	35.6	22	11.9	33.9	38.2	36.6	95.9	95.6
Female	55	100	40.4	32.7	21.2	5.8	26.9	30.6	31.3	96	95.9
Racial/Ethnic Group											
White	69	100	27.7	33.8	26.2	12.3	38.5	41.4	44.5	95.5	95.5
African American	38	100	48.6	29.7	16.2	5.4	21.6	19.8	19.1	96.6	96.3
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	58.9	93.9	96.8
Hispanic	9	I/S	I/S	I/S	I/S	I/S	I/S	21.1	27.5	97.5	96.2
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.7	N/A	91.2
Disability Status											
Disabled	22	100	59.1	36.4	4.5	0	4.5	13.1	14.4	95.4	94.7
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	22.6	N/A	N/A
English Proficiency											
Limited English Proficient	8	I/S	I/S	I/S	I/S	I/S	I/S	12.9	27.3	97.3	96.7
Socio-Economic Status											
Subsidized meals	93	100	36.4	38.6	18.2	6.8	25	20.4	21	95.8	95.2

* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*
English/Language Arts								
2007	3	52	100	32.7	32.7	34.7	0	34.7
	4	63	98.4	21.7	45	33.3	0	33.3
	5	56	100	28	48	22	2	24
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	60	100	19.6	32.1	46.4	1.8	48.2
	4	54	98.2	25.5	37.3	33.3	3.9	37.3
	5	61	100	25.9	55.2	17.2	1.7	19
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Mathematics								
2007	3	52	100	34.7	49	12.2	4.1	16.3
	4	63	98.4	31.7	38.3	18.3	11.7	30
	5	56	100	38	42	12	8	20
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	60	98.3	43.6	40	14.5	1.8	16.4
	4	54	100	36.5	42.3	7.7	13.5	21.2
	5	61	100	27.6	53.4	17.2	1.7	19
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Science								
2007	3	25	100	52.2	34.8	8.7	4.3	13
	4	63	98.4	46.7	28.3	16.7	8.3	25
	5	27	100	37.5	37.5	16.7	8.3	25
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	28	100	53.8	34.6	7.7	3.8	11.5
	4	53	100	54.9	35.3	5.9	3.9	9.8
	5	30	100	57.1	28.6	0	14.3	14.3
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Social Studies								
2007	3	27	100	11.5	57.7	26.9	3.8	30.8
	4	63	98.4	28.3	48.3	11.7	11.7	23.3
	5	29	100	50	30.8	7.7	11.5	19.2
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	32	100	23.3	36.7	30	10	40
	4	53	100	31.4	39.2	21.6	7.8	29.4
	5	31	100	53.3	23.3	13.3	10	23.3
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S

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